**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 5-6** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| -Students may think they should add the regrouped tens to the tens digit. Connect with what they have already learned to help them understand that you add the regrouped amount to the product.  -Some students will struggle with seeing it in expanded algorithm and will need to see problems done both ways before they are able to make the connection. | factors, array, product, rounding, compatible numbers |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Correct homework from the day before  Go over the lesson from the day before, expanded algorithm. Discuss previous vocabulary and give them problems to work on to show understanding. Then as a class discuss what a multiplication algorithm looks like. Where are the factors, where does the product go?  Also provide students with a spiral review. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Frayer method (use this to help students go over the previous vocabulary)  2. Provide students with the vocabulary words and definitions written on index cards. From there pass the cards out upside down instructing kids not to flip them over. Instruct students that when you say go they are to place the card that is on their desk on their forehead without looking at the card. Tell students that they are going to walk around asking yes or no questions to find their partner. |  |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Investigation will be used to introduce the lesson:  **ACTIVITY:** Introducing *Small Array/Big Array* (game), p. 43    Problems are written on the white board up front being modeled by the teacher. Then provide students an opportunity to do it together. Then last give them a problem to do in their math journal and then allow them time to share their work with a partner.  Once students complete their work go over it as a class. Ask students power statements such as: “How do you know that is the correct answer?” and “Show me how you got your answer.”  If students get an incorrect answer and have questions about what they did wrong as a class discuss how they may have gotten the answer. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| Start the lesson by introducing the Visual Learning from the topic. Discuss with students the graph and what it represents. Then explain to students that you multiply to join equal groups.  Go over how to find partial products and then model how to connect to the new lesson.  Provide the students with a few problems that they can watch you go through, then do some as a class where the students participate while one student acts as the teacher  From there provide the students with four problems to work on with a partner.  **Power Statement:** Ask students to represent their answers as a picture.  After students finish discuss the answers and the pictures that they used to show their work. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| -Have students take out their math journals and then ask them to take out their math books to page 110-111. From there assign the students numbers 1-19 on page 111 that they can work on as partners. Walk around while students are working to help, provide feedback, and check for understanding.  While the students are working walk around and use Power Statements to get the students thinking.  After they finish with the work in their math journals discuss the answers that they go. Be sure to use Power Statements to get students thinking more in depth. For example, “Is there a different way to get the answer?,” and “When would you use this math?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| -Provide students with the Quick Check page 59. Students are to work on this individually to show their understanding. | |
| **CENTER ACTIVITIES**  **Investigations** (15 - 45 MINUTES)  **ACTIVITY:** Assessment: Solving 18 x 7, p. 52 | |
| **HOMEWORK**  **Intervention activity 5-6 for students who are struggling**  **Practice Master 5-6 for students who are on-level**  **Enrichment 5-6 for students who are advanced.** | |